

MARKETING FIELD EXPERIENCE (RELATED INSTRUCTION/ON-THE-JOB TRAINING)

5990

(MRKT FE)

CIP Codes: 09.0903 Advertising; 52.0207 Customer Service Management; 52.0803 Banking and Financial Support Services; 52.0905 Restaurant/Food Services Management; 52.1803 Retailing and Retail Operations; 52.1804 Selling Skills and Sales Operations; 52.1899 General Merchandising, Sales, and Related Marketing Operations, Other; 52.1904 Apparel & Accessories Marketing Operations. May use any CIP from Marketing and Business in addition to those listed above. (Based upon Student's Career Pathway)

Marketing Field Experience is a marketing course that requires two components: related classroom instruction and cooperative work experience with school release time available. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Students participating in this course will follow class, school, State, and Federal guidelines. Students will be paid in accordance with all State and Federal laws pertaining to employment. The instruction should be planned and organized around the activities associated with specific objectives and career clusters. The classroom instruction for the related instruction component may be a blend of both group and individual instruction. Instructional strategies may include a school-based enterprise, computer-technology applications, real and/or simulated occupational experiences, and projects in marketing functions such as those available through the DECA program of co-curricular activities.

- Recommended Grade Level: 11-12
- Required Prerequisite: Marketing Foundations or a specialized marketing course
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Course content standards and performance expectations and Indiana Academic Standards integrated at:
<http://www.doe.in.gov/octe/bme/curriculum/contentstandardsme.htm>
- Teacher Requirements: A vocationally licensed (CTE) marketing teacher must teach this course: <http://doe.in.gov/dps/licensing/assignmentcode>
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed marketing teacher, <http://www.doe.in.gov/octe/>
- Career Clusters: A component for several pathways in the Marketing, Sales & Service and the Hospitality & Tourism career clusters. A recommended component for several career pathways in the following career clusters:
 - Agriculture, Food & Natural Resources
 - Arts, A/V Technology & Communications
 - Business, Management & Administration
 - Finance
 - Hospitality & Tourism
 - Manufacturing
 - Marketing, Sales & Service
 - Transportation, Distribution & Logistics
- Career pathway information: <http://www.doe.in.gov/careerpathwaysl>

Course Content Standards and Performance Expectations

Note: This material is presented in alphabetical order and not necessarily in order of instructional implementation.

MFE 1 Business Administration

MFE 1.1 Content Standard: Students understand the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.

Performance Expectations

- MFE 1.1.1** Explain the nature of risk management (RM:002)
- MFE 1.1.2** Explain types of business risk (RM:001)
- MFE 1.1.3** Explain routine security precautions (RM:003)
- MFE 1.1.4** Use fire and safety equipment (RM:008)
- MFE 1.1.5** Explain procedures in robbery situation (RM:005)
- MFE 1.1.6** Explain procedures for handling accidents (RM:012)
- MFE 1.1.7** Explain the concept of production (MB:004)
- MFE 1.1.8** Explain the concept of accounting (MB:005)
- MFE 1.1.9** Explain the relationship between business and society (MB:008)
- MFE 1.1.10** Describe current business trends (MB:036)
- MFE 1.1.11** Distinguish between business ethics and social responsibility (MB:070)
- MFE 1.1.12** Explain the nature and scope of operations (OP:131)
- MFE 1.1.13** Open and close business facility (OP:113)
- MFE 1.1.14** Orient new employees (MN:078)
- MFE 1.1.15** Manage diversity in the workplace (MN:084)

MFE 1.2 Content Standard: Students understand business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions.

Performance Expectations

- MFE 1.2.1** Describe the nature of legally binding contracts (BA:053)
- MFE 1.2.2** Explain the nature of workplace regulation including OSHA and ADA (MB:051)
- MFE 1.2.3** Explain the scope of harassment laws (MB:050)

MFE 2 Communication Skills

MFE 2.1 Content Standard: Students understand concepts, strategies, and systems needed to interact effectively with others.

Performance Expectations

- MFE 2.1.1** Extract relevant information from written materials
- MFE 2.1.2** Apply written directions to achieve tasks
- MFE 2.1.3** Analyze company resources to ascertain policies and procedures
- MFE 2.1.4** Write persuasive messages (CO:031) (CS)
- MFE 2.1.5** Prepare simple written reports (CO:094) (SP)
- MFE 2.1.6** Provide directions for completing job tasks (CO:139) (SU)
- MFE 2.1.7** Conduct a staff meeting (CO:140) (SU)

- MFE 2.1.8** Write business letters (CO:133)
- MFE 2.1.9** Explain the nature of staff communication (CO:014)
- MFE 2.1.10** Explain the use of employee publications (CO:013)
- MFE 2.1.11** Develop personality traits important to businesses (HR:286)
- MFE 2.1.12** Demonstrate initiative (HR:317)
- MFE 2.1.13** Make decisions (HR:050)
- MFE 2.1.14** Set personal goals (HR:014)
- MFE 2.1.15** Use time-management principles (HR:044)
- MFE 2.1.16** Foster positive working relationships (HR:269)
- MFE 2.1.17** Show empathy for others (HR:028)
- MFE 2.1.18** Demonstrate customer-service mindset (IS:006)
- MFE 2.1.19** Handle difficult customers (HR:045)
- MFE 2.1.20** Demonstrate problem-solving skills (HR:059)
- MFE 2.1.21** Participate as a team member (HR:051)

MFE 3 Distribution

MFE 3.1 Content Standard: Students understand the concepts and processes needed to move, store, locate, or transfer ownership of goods and services.

Performance Expectations

- MFE 3.1.1** Explain types of unit inventory control systems (DS:022)
- MFE 3.1.2** Calculate inventory shrinkage (DS:026)
- MFE 3.1.3** Maintain unit inventory control systems (DS:027)
- MFE 3.1.4** Describe the use of technology in the distribution function (DS:054) (CS)
- MFE 3.1.5** Coordinate distribution with other marketing activities (DS:048) (SP)

MFE 4 Economics

MFE 4.1 Content Standard: Students understand the economic principles and concepts fundamental to marketing in an international environment.

Performance Expectations

- MFE 4.1.1** Describe the nature of taxes (SP)
- MFE 4.1.2** Describe businesses' market structures (SP)
- MFE 4.1.3** Analyze impact of specialization/division of labor on productivity (EC:014) (EC LAP 7) (SP)
- MFE 4.1.4** Explain the concept of organized labor and business (EC:015) (EC LAP 5) (SP)
- MFE 4.1.5** Describe the concept of economies of scale (MN)
- MFE 4.1.6** Explain measures used to analyze economic conditions (EC:043) (SP)
- MFE 4.1.7** Discuss the measure of consumer spending as an economic indicator (SP)
- MFE 4.1.8** Discuss the impact of a nation's unemployment rates (SP)
- MFE 4.1.9** Explain the nature of international trade (EC:016) (SP)
- MFE 4.1.10** Discuss the impact of cultural and social environments on world trade (EC:045) (SP)

MFE 5 Emotional Intelligence

MFE 5.1 Content Standard: Students understand the economic principles and concepts fundamental to marketing in an international environment.

Performance Expectations

- MFE 5.1.1** Lead change (CS)
- MFE 5.1.2** Demonstrate adaptability (PQ)
- MFE 5.1.3** Develop an achievement orientation (PQ)
- MFE 5.1.4** Explain the nature of stress management (IS:019) (SP)
- MFE 5.1.5** Respect the privacy of others (CO:042) (PQ)
- MFE 5.1.6** Treat others fairly at work (IS:001) (HR LAP 24) (PQ)
- MFE 5.1.7** Use appropriate assertiveness (IS:010) (HR LAP 16) (PQ)
- MFE 5.1.8** Use consensus-building skills (SP)
- MFE 5.1.9** Persuade others (CO:024) (SP)
- MFE 5.1.10** Explain ethical considerations in providing information (CO:043) (SP)
- MFE 5.1.11** Resolve conflicts (CS)
- MFE 5.1.12** Handle customer/client complaints (IS:015) (HR LAP 23) (CS)
- MFE 5.1.13** Encourage team building (MN:132) (SU)

MFE 6 Financial Analysis

MFE 6.1 Content Standard: Students understand the financial concepts used in making business decisions.

Performance Expectations

- MFE 6.1.1** Explain legal responsibilities associated with financial exchanges (CS)
- MFE 6.1.2** Explain the nature of financial needs, e.g., college, retirement, wills, insurance, etc. (CS)
- MFE 6.1.3** Set financial goals (CS)
- MFE 6.1.4** Develop personal budget (CS)
- MFE 6.1.5** Explain the nature of tax liabilities (PQ)
- MFE 6.1.6** Interpret a pay stub (PQ)
- MFE 6.1.7** Maintain personal financial records (CS)
- MFE 6.1.8** Explain the purposes and importance of credit (FI:002)
- MFE 6.1.9** Demonstrate the wise use of credit (CS)
- MFE 6.1.10** Facilitate completion of credit applications (FI:003)
- MFE 6.1.11** Validate credit history (CS)
- MFE 6.1.12** Protect against identify theft (CS)
- MFE 6.1.13** Prepare personal income tax forms (CS)
- MFE 6.1.14** Explain the nature of risk management (BA:052) (ON)
- MFE 6.1.15** Obtain insurance coverage (BA:039) (ON)
- MFE 6.1.16** Settle insurance losses (BA:040) (ON)
- MFE 6.1.17** Explain the nature and scope of financing (FI:001)
- MFE 6.1.18** Discuss considerations in selecting a financial-services provider (CS)
- MFE 6.1.19** Explain installment loans (FI:007)
- MFE 6.1.20** Explain mortgage loans (FI:008)
- MFE 6.1.21** Establish investment goals and objectives
- MFE 6.1.22** Describe types of financial-services providers (CS)

MFE 7 Human Resource Management

MFE 7.1 Content Standard: Students employ skills needed to organize and facilitate work efforts.

Performance Expectations

- MFE 7.1.1** Describe ethics in personnel issues (MN:154) (SU)
- MFE 7.1.2** Screen job applications/resumes (MN:193) (MN)
- MFE 7.1.3** Interview job applicants (MN:194) (MN)
- MFE 7.1.4** Select and hire new employees (MN:018) (MN)
- MFE 7.1.5** Conduct exit interviews (MN:018) (MN)
- MFE 7.1.6** Dismiss/fire employees (MN:134) (MN)
- MFE 7.1.7** Maintain personnel records (MN:033) (MN)
- MFE 7.1.8** Coach employees (MN:198) (SU)
- MFE 7.1.9** Recognize/reward employees (MN:197) (SU)
- MFE 7.1.10** Handle employee complaints and grievances (MN:034) (MN LAP 45) (SU)
- MFE 7.1.11** Ensure equitable opportunities for employees (MN:084) (MN LAP 55) (SU)
- MFE 7.1.12** Assess employee performance (MN:021) (SU)
- MFE 7.1.13** Take remedial action (MN:047) (MN LAP 53) (SU)

MFE 8 Marketing-Information Management

MFE 8.1 Content Standard: Students acquire foundational knowledge of marketing-information management to understand its nature and scope.

Performance Expectations

- MFE 8.1.1** Assess marketing-information needs (IM:182) (M/E)
- MFE 8.1.2** Explain the role of ethics in marketing-information management (IM:025) (SP)
- MFE 8.1.3** Describe the use of technology in the marketing-information management function (IM:183) (SP)
- MFE 8.1.4** Describe techniques for processing marketing information (IM:062) (SP)
- MFE 8.1.5** Identify market segments (IM:239) (M/E)
- MFE 8.1.6** Select target market (IM:160) (M/E)
- MFE 8.1.7** Maintain customer records
- MFE 8.1.8** Explain the nature of marketing planning (IM:238) (SP)
- MFE 8.1.9** Describe current business trends (BA:029) (SP)

MFE 8.2 Content Standard: Students understand the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.

Performance Expectations

- MFE 8.2.1** Identify information monitored for marketing decision making (IM:184) (SP)
- MFE 8.2.2** Describe sources of secondary data (IM:011)
- MFE 8.2.3** Describe sources of primary data (IM:035)
- MFE 8.2.4** Explain types of research approaches (IM:036)
- MFE 8.2.5** Describe methods of data collection (IM:038)
- MFE 8.2.6** Explain the nature of sampling plans (IM:043)
- MFE 8.2.7** Explain the nature of test marketing (IM:061)
- MFE 8.2.8** Demonstrate basic database applications (BA:033) (PQ)
- MFE 8.2.9** Demonstrate basic spreadsheet applications (BA:034) (PQ)
- MFE 8.2.10** Demonstrate collaborative/groupware applications (CS)
- MFE 8.2.11** Interpret descriptive statistics for marketing decision making (IM:191) (SP)

- MFE 8.2.12** Explain the role of situational analysis in the marketing-planning process (IM:140) (SP)
- MFE 8.2.13** Describe the organization of a marketing-research report (IM:074)
- MFE 8.2.14** Explain the presentation of marketing-research findings (IM:076)

MFE 9 Pricing

- MFE 9.1 Content Standard:** Students understand concepts and strategies utilized in determining and adjusting prices to maximize return.

Performance Expectations

- MFE 9.1.1** Explain the psychological effects of pricing (PI:005) (SP)
- MFE 9.1.2** Determine final cost of product to company (PU:014) (SP)
- MFE 9.1.3** Calculate net sales (MA:349) (CS)
- MFE 9.1.4** Calculate break-even point (PI:006) (SP)
- MFE 9.1.5** Describe the role of business ethics in pricing (PI:015) (SP)
- MFE 9.1.6** Explain the use of technology in the pricing function (PI:016) (SP)
- MFE 9.1.7** Explain legal considerations for pricing (PI:017) (SP)

MFE 10 Product/Service Management

- MFE 10.1 Content Standard:** Students understand the concepts and processes needed to develop, maintain, and improve a product or service mix in response to market opportunities.

Performance Expectations

- MFE 10.1.1** Describe the uses of grades and standards in marketing (PM:019) (CS)
- MFE 10.1.2** Explain warranties and guarantees (PP:020) (CS)
- MFE 10.1.3** Describe the use of technology in the product/service management function (PM:039) (SP)
- MFE 10.1.4** Explain business ethics in product/service management (PM:040) (SP)
- MFE 10.1.5** Plan product mix (PP:006) (M/E)
- MFE 10.1.6** Explain the nature of the buying process (PU:003)

MFE 11 Professional Development

- MFE 11.1 Content Standard:** Students understand concepts and strategies needed for personal and professional growth in marketing.

Performance Expectations

- MFE 11.1.1** Demonstrate negotiation skills (IS:012) (SP)
- MFE 11.1.2** Demonstrate appropriate creativity (PD:012) (PD LAP 2) (SP)
- MFE 11.1.3** Analyze employer expectations in the business environment (PD:020) (PQ)
- MFE 11.1.4** Explain the rights of workers (PD:021) (PQ)
- MFE 11.1.5** Identify sources of career information (PD:021) (PQ)
- MFE 11.1.6** Identify tentative occupational interest (PD:023) (CS)
- MFE 11.1.7** Explain employment opportunities in business (PD:025) (CS)
- MFE 11.1.8** Describe techniques for obtaining work experience, e.g., volunteer activities, internships (PD:032) (PQ)
- MFE 11.1.9** Utilize job-search strategies (PD:026) (PQ)
- MFE 11.1.10** Complete a job application (PD:027) (PQ)

MFE 11.1.11 Interview for a job (PD:028) (PQ)
MFE 11.1.12 Write a follow-up letter after job interviews (PD:029) (CS)
MFE 11.1.13 Write a letter of application (PD:030) (CS)
MFE 11.1.14 Prepare a resume (PD:031) (CS)
MFE 11.1.15 Explain the need for ongoing education as a worker (PD:033) (PQ)
MFE 11.1.16 Explain possible advancement patterns for jobs (PD:034) (PQ)
MFE 11.1.17 Identify skills needed to enhance career progression (PD:035) (SP)
MFE 11.1.18 Utilize resources that can contribute to professional development, e.g., trade journals/periodicals, professional/trade associations, classes/seminars, trade shows, and mentors (PD:036) (SP)
MFE 11.1.19 Use networking techniques for professional growth (PD:037) (SP)
MFE 11.1.20 Explain the role of professional/trade organizations (CD:002)
MFE 11.1.21 Explain the use of trade journals/periodicals (CD:001)
MFE 11.1.22 Explain the nature of trade shows (CD:004)
MFE 11.1.23 Develop civic consciousness (DE:002)
MFE 11.1.24 Exhibit social skills (DE:003)
MFE 11.1.25 Develop leadership skills (DE:004)
MFE 11.1.26 Update resume and portfolio
MFE 11.1.27 Etiquette training

MFE 12 Promotion

MFE 12.1 Content Standard: Students understand the concepts needed to communicate information about products, services, images, and/or ideas to influence behavior.

Performance Expectations

MFE 12.1.1 Explain the types of advertising media (PR:007) (PR LAP3) (SP)
MFE 12.1.2 Explain components of advertisements (PR:014) (PR LAP7) (SP)
MFE 12.1.3 Calculate media costs (PR:009) (SP)
MFE 12.1.4 Select promotional media (PR:010) (M/E)
MFE 12.1.5 Obtain publicity (PR:055) (SP)
MFE 12.1.6 Explain the nature of company participation in community activities (PR:056) (SP)
MFE 12.1.7 Write a news release (PR:057) (SP)

MFE 13 Selling

MFE 13.1 Content Standard: Students understand the concepts needed to respond to client needs and wants through planned, personalized communications that influence purchase decisions and ensure satisfaction.

Performance Expectations

MFE 13.1.1 Explain follow-up techniques (SE:057) (SP)
MFE 13.1.2 Maintain customer cards (SE:001) (SP)
MFE 13.1.3 Obtain product information from sources on/with the item (SE:011) (SP)
MFE 13.1.4 Describe the use of technology in the selling function (SE:107) (SP)

Course standards and competencies listed are taken from MarkED Resource Center and National Marketing Education Curriculum Framework.

Indiana Academic Standards Integrated in Marketing Field Experience

English/Language Arts

Standard 2

READING: Reading Comprehension

- 10.2.1 Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.
- 10.2.3 Demonstrate use of sophisticated technology by following technical directions.
- 10.3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.
- 11.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents.
- 11.2.4 Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- 12.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
- 12.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, public, and historical documents.

Standard 4

WRITING: Writing Process

- 10.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.
- 10.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 10.4.3 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- 10.4.4 Use clear research questions and suitable research methods, including text and electronic resources and personal interviews, to compile and present evidence from primary and secondary print or Internet sources.
- 10.4.5 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.
- 10.4.7 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 10.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.
- 10.4.10 Review, evaluate, revise, edit and proofread writing, using an editing checklist.
- 10.4.11 Apply criteria developed by self and others to evaluate the mechanics and content of writing.
- 10.4.12 Provide constructive criticism to other writers with suggestions for improving organizations, tone, style, clarity, and focus; edit and revise in response to peer reviews of own work.
- 11.4.1 Discuss ideas for writing with classmates, teachers, and other writers.
- 11.4.2 Demonstrate an understanding of the elements of discourse, such as purpose.
- 11.4.3 Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes.
- 11.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- 11.4.5 Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.
- 11.4.6 Use language in creative and vivid ways to establish a specific tone.
- 11.4.7 Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.
- 11.4.9 Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.
- 11.4.10 Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.
- 11.4.12 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

- 12.4.1 Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task.
- 12.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.
- 12.4.3 Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.
- 12.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- 12.4.6 Use language in creative and vivid ways to establish a specific tone.
- 12.4.7 Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.
- 12.4.10 Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.
- 12.4.11 Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.

Standard 5

WRITING: Writing Applications

- 10.5.3 Write expository compositions, including analytical essays and research report.
- 10.5.4 Write persuasive compositions.
- 10.5.5 Write business letters.
- 10.5.6 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting.
- 10.5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics.
- 10.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.
- 11.5.1 Write fictional, autobiographical, or biographical narratives.
- 11.5.3 Write reflective compositions.
- 11.5.5 Write job applications and resumes.
- 11.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.
- 11.5.7 Use precise technical or scientific language when appropriate for topic and audience.
- 11.5.8 Deliver multimedia presentations.
- 12.5.5 Write job applications and résumés that: provide clear and purposeful information and address the intended audience appropriately. • use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. • modify the tone to fit the purpose and audience. follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typefaces), and spacing that contribute to the readability and impact of the document.
- 12.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.
- 12.5.7 Use precise technical or scientific language when appropriate for topic and audience.
- 12.5.8 Deliver multimedia presentations that: • combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CDROMs, the Internet, and electronic media-generated images. • select an appropriate medium for each element of the presentation. • use the selected media skillfully, editing appropriately, and monitoring for quality. test the audience's response and revise the presentation accordingly.

Standard 6

WRITING: Written English Language Conventions

- 10.6.2 Demonstrate an understanding of sentence construction including parallel structure, subordination, and the proper placement of modifiers and proper English usage including the consistent use of verb tenses.
- 10.6.3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 10.6.4 Apply appropriate manuscript conventions, including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.
- 10.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.

- 11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.
- 11.6.3 Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.
- 12.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.
- 12.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.
- 12.6.3 Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

- 10.7.1 Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.
- 10.7.2 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, or references to authoritative sources.
- 10.7.3 Recognize and uses elements of classical speech forms in formulating rational arguments and applying the art of persuasion and debate.
- 10.7.4 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 10.7.6 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques for presentations.
- 10.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.
- 10.7.8 Compare and contrast the ways in which media genres cover the same event.
- 10.7.10 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 10.7.11 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.
- 10.7.14 Deliver narrative presentations.
- 10.7.15 Deliver expository presentations.
- 10.7.16 Apply appropriate interviewing techniques.
- 10.7.18 Deliver persuasive arguments.
- 10.7.19 Deliver descriptive presentations.
- 11.7.1 Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.
- 11.7.4 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 11.7.6 Use effective and interesting language, including informal expressions for effect.
- 11.7.7 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- 11.7.8 Evaluate when to use different kinds of effects to create effective productions.
- 11.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture.
- 11.7.12 Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 11.7.16 Deliver reflective presentations.
- 11.7.19 Deliver multimedia presentations.
- 12.7.1 Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.
- 12.7.2 Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.
- 12.7.3 Distinguish between and use various forms of logical arguments, including: • inductive arguments (arguments that are highly likely, such as *All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe*) and deductive arguments (arguments that are necessary conclusions based on the evidence, such as *If all men are mortal and he is a man, then he is mortal*). • syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others.)
- 12.7.4 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

- 12.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.
- 12.7.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.
- 12.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertisements; perpetuation of stereotypes; and the use of visual representations, special effects, and language).
- 12.7.19 Deliver multimedia presentations that:
 - combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - select an appropriate medium for each element of the presentation.
 - use the selected media skillfully, editing appropriately, and monitoring for quality.
 - test the audience's response and revise the presentation accordingly.

Algebra 1

- A1.2 Linear Equations and Inequalities
- A1.2.6 Solve word problems that involve linear equations, formulas, and inequalities.
- A1.3 Relations and Functions
- A1.3.1 Sketch a reasonable graph for a given relationship.
- A1.3.2 Interpret a graph representing a given situation.

Algebra 2

- A2.1 Relations and Functions
- A2.1.8 Interpret given situations as functions and graphs
- A2.10 Mathematical Reasoning and Problem Solving
- A2.10.1 Use a variety of problem-solving strategies, such as drawing a diagram, guess-and check, solving a simpler problem, writing an equation, and working backwards
- A2.10.2 Decide whether a solution is reasonable in the context of the original situation

Probability and Statistics

- PS2.4 Calculate the probabilities of complementary events.
- PS2.6 Use discrete random variables and probability distributions, including the binomial and geometric distributions
- PS2.7 Compute and interpret the mean and variance of a probability distribution.
- PS2.8 Use and apply the normal distribution.
- PS2.9 Understand the central limit theorem and use it to solve problems.
- PS2.10 Use other continuous random variables and probability distributions to solve problems.
- PS3.1 Compute and use confidence intervals to make estimates.
- PS3.4 Calculate and interpret the correlation coefficient of a set of data.

Economics

Standard 1

Scarcity and Economic Reasoning

- E.1.1 Define each of the productive resources (human, natural, capital) and explain why they are needed.
- E.1.2 Explain how consumers and producers confront the condition of scarcity, by making choices which involve opportunity costs and tradeoffs

- E.1.3 Identify and explain broad economic and social goals, such as freedom, efficiency, equity, security, growth, price stability, and full employment (Civics and Government)
- E.1.4 Describe how people respond predictably to positive and negative incentives.
- E.1.5 Predict how interest rates will act as an incentive for savers and borrowers.
- E.1.6 Recognize that voluntary exchange occurs when all participating parties expect to gain.
- E.1.7 Compare and contrast how the various economic systems (traditional, market, command mixed answer the questions: What to produce? How to produce it? And for whom to produce)
- E.1.8 Describe how clearly defined and enforced property rights are essential to a market economy. (Civics and Government)
- E.1.9 Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth.
- E.1.10 Use a decision-making model to analyze a public policy issue affecting the student's community. (Civics and Government)
- E.11 Formulate a savings or financial investment plan for a future goal.

Standard 2

Supply and Demand

- E.2.1 Define supply and demand.
- E.2.2 Identify factors that cause changes in market supply and demand
- E.2.3 Describe the role of buyers and sellers in determining the equilibrium price.
- E.2.4 Describe how prices send signals to buyers and sellers
- E.2.5 Recognize that consumers ultimately determine what is produced in a market economy (consumers sovereignty)
- E.2.6 Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.
- E.2.7 Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets
- E.2.8 Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets.
- E.2.9 Analyze how changes in the price of certain goods, such as gasoline, impact the lives of people in the community. (civics and Government; Individuals, Society, and Culture)
- E.2.10 Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses. (Civics and Government)
- E.2.11 Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as price changes.
- E.2.12 Illustrate how investment in factories, machinery, new technology, and the health, education, and training of people increases productivity and raises future standards of living. (Individuals, Society, and Culture.)
- E.2.13 Explain how financial markets, such as the stock market, channel funds from savers to investors.

Standard 3

Market Structures

- E.3.1 Compare and contrast the following forms of business organization; sole proprietorship, partnership, and corporation
- E.3.2 Identify the three basic ways that firms finance operations (retain earnings, stock issues, and borrowing), and explain the advantages and disadvantages of each.
- E.3.3 Recognize that economic institutions, such as labor unions, non-profit organizations, and cooperatives evolve in market economies to help individuals accomplish their goals (Civics and Government; Individuals, Societies, and Culture)
- E.3.4 Identify the basic characteristics of the four market structures; monopoly, oligopoly, monopolistic, competition, and pure competition.
- E.3.5 Explain how competition among many sellers lowers costs and prices and encourages producers to produce more.
- E.3.6 Demonstrate how firms determine price and output through marginal analysis.
- E.3.7 Explain ways that firms engage in price and non-price competition
- E.3.8 Identify laws and regulations adopted in the United States to promote competition among firms. (Civics and Government)
- E.3.9 Describe the benefits of natural monopolies (economies of scale) and the purpose of government regulation of these monopolies, such as utilities. (Civics and Government)

- E.3.10 Explain how cartels affect product price and output
- E.3.11 Describe how the earnings of workers are determined by the market value of the product produced and workers' productivity.

Standard 4

The Role of Government

- E.4.1 Explain the basic functions of government in a market economy (Civics and Government)
- E.4.2 Explain how government responds to market failures by providing public goods and services. (Civics and Government)
- E.4.5 Identify taxes paid by students. (Civics and Government)
- E.4.9 Predicts possible future effects of the national debt on the individual and the economy. (Civics and Government)
- E.4.10 Predict how changes in federal spending and taxation would affect budget and surpluses and the national debt. (Civics and Government)

Standard 5

National Economic Performance

- E.5.1 Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation.
- E.5.2 Explain how GDP, economic growth, unemployment, and inflation are calculated.
- E.5.6 Identify the different causes of inflation, and explain who gains and loses because of inflation.
- E.5.8 Recognize that a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households, firms, and government. (Civics and Government; Individuals, Society, and Culture)
- E.5.10 Analyze the unemployment rate in the community

Standard 6

Money and the Role of Financial Institutions

- E.6.5 Compare and contrast credits, savings, and investment services available to the consumer from financial institutions.

Note:

The National Marketing Framework and NBEA standards were utilized in the development of the Marketing Foundations curriculum. The National Marketing Standards are referenced after the performance indicators: An example would be EC: 012 for competition.